K.6 God is with us

This unit introduces children to three figures in the Old Testament: Moses, David and Jonah. The stories told in this unit highlight the love and faithfulness of God. God is with the weak and vulnerable, and even raises them to important places. God’s love and graciousness is for all people. It is universal.

Outcomes

Students will be able to:

ES1.1 recognise the Bible as the sacred Scriptures of the Christian community

ES1.2 respond to Scripture stories

ES1.5 express an understanding that God is always with us

ES1.9 communicate that they are created and loved by God

|  |  |
| --- | --- |
| Scripture | Doctrine |
| **Students are introduced to doctrine through Scripture and the living Tradition of the Church.** | |
| Exodus 2:1-10 *The Birth of Moses* | * I belong to God’s family |
| 1 Samuel 16:1-13 *David is Anointed* | * God is always with us |
| 1 Samuel 17:1-54 *David and Goliath* | * God loves us unconditionally |
| The Book of Jonah *The Story of Jonah* | * The Bible tells us about God and God’s people |

Spiritual Reflection for Teachers

Moses and David were flesh-and-blood human beings like us. They struggled with not feeling worthy or good enough to do what was being asked of them by a God who is patient, understanding and compassionate. God chose them to do great things in spite of their own and others’ doubts. Like us they experienced success and failure, felt alone, abandoned, defeated and terrified and stumbled often in doing God’s work.

God does not see as we see, but looks at the heart and not appearances. The humble, weak and small are often the ones called to do God’s will.

* *Recall times in your life when you felt weak, small and insignificant, and yet were called to do some important task.*
* *When have you experienced God’s unpredictability in your life?*

Catechism of the Catholic Church

**Excerpts from the Catechism of the Catholic Church are included below as information for teachers. They present the Church’s teachings contained in the unit.**

**121** The Old Testament is an indispensable part of Sacred Scripture. Its books are divinely inspired and retain a permanent value, for the Old Covenant has never been revoked.

**123** Christians venerate the Old Testament as true Word of God. The Church has always vigorously opposed the idea of rejecting the Old Testament under the pretext that the New has rendered it void (Marcionism).

**220** God's love is "everlasting": "For the mountains may depart and the hills be removed, but my steadfast love shall not depart from you." Through Jeremiah, God declares to his people, "I have loved you with an everlasting love; therefore I have continued my faithfulness to you" (Jer 31:3).

**323** Divine providence works also through the actions of creatures. To human beings God grants the ability to cooperate freely with his plans.

Scripture: Background Information

**Exodus 2:1-10 The Birth of Moses**

The birth of Moses is a wonderful story, well worth reading. It involves danger, suspense and finally a happy ending. The tiny baby, Moses, is saved from certain death by the kindness of a woman who is not his mother. The irony is that she is the daughter of Pharaoh who has ordered the killing of all the Hebrew baby boys. In fact Moses is saved by the cleverness and ingenuity of three women - his mother, his sister and Pharaoh’s daughter. God saved Moses through the courage, intelligence and kindness of these spirited women.

**1 Samuel 16:1-13 David is Anointed**

The story of King David’s anointing is quite surprising. God chooses David to be king when he is only a boy - the youngest in his family. King Saul, the current king has been rejected. God sends Samuel, the last of the judges, to Jesse who is David’s father, to anoint one of his sons as king. All of Jesse’s sons are brought in except David who is considered not old enough to be king. Jesse has fine looking sons but God does not choose any of them. Instead God chooses the one no one expected. He chose David, as king – because “God does not see as people see; people look at appearances but God looks at the heart” (v7).

**1 Samuel 17:1-54 David and Goliath**

The whole of chapter 17 is a rollicking story about Goliath the warrior giant of the Philistines. He is one of their shock troopers – six cubits and a bit tall. A cubit is the length from the elbow to the tip of the fingers on a man’s arm, so quite tall. In reading this text a keen eye will discern repetition, which indicates the work of editors on the text as well as different traditions behind the text. David accepts the challenge to fight this large warrior. King Saul offers David his own armour as protection. Therefore, David must have been a tall man himself because Saul was. The armour would have been useless if it did not fit. However, David refuses it and takes only a small sling shot with him to battle this giant. Armed with such a simple weapon he kills the large Philistine with one shot from his sling. No doubt he had practised while guarding his father’s sheep from marauding animals. It is a remarkable image of the strength of the weak and the small overcoming the mighty with the help of God. It can provide encouragement to us all.

**The Book of Jonah Jonah**

The Book of Jonah is unique among the prophets. It is a short story or a didactic parable full of irony and satire. It is a tale that is familiar and popular, yet difficult to date. It is a simple narrative that raises many questions. Is it ‘history’ or ‘fiction’? There are no easy answers to these and other questions. Nonetheless it is a remarkable work. It has had the power to move and challenge its readers and hearers from different religious backgrounds for over two thousand years.

There is an obvious adversarial relationship between God and Jonah. God is the protagonist and Jonah the antagonist. Jonah does not want to go where God wants him to go. The most commonly held view is that the book counters an exclusive doctrine of election, demonstrating that God cares about other peoples too. The message here is clear. God is available to all, even the hated and warlike Assyrians. Following on from this is the interpretation that the theology of the Book of Jonah challenges a rigid doctrine of retribution. God is not a punishing God. Even Jonah eventually realizes this and says to God “I knew that you were a God of tenderness and compassion, slow to anger, rich in graciousness, relenting from evil” (4:2).

Suggested Assessment

**Suggestions for determining students’ development towards the achievement of the outcomes are included below:**

**ES1.1 recognise the Bible as the sacred Scriptures of the Christian community**

The students typically might:

* show reverence for the Bible during prayer, at the prayer space, in the church
* comment on the Bible being holy or special or sacred
* show that stories or characters are ‘important’ because they are from the Bible – written or oral

**ES1.2 respond to Scripture stories**

The students typically might:

* illustrate parts of the story
* make comments or talk about the story
* write a sentence about the story, indicating a favourite part, an interpretation, linking to life experience …

**ES1.5 express an understanding that God is always with us**

The students typically might:

* write or talk about God in relationship with the characters in the story
* illustrate God’s presence with themselves or with the characters in the story

**ES1.9 communicate that they are created and loved by God**

The students typically might:

* write about God’s love
* communicate, in oral or written form, a sense of God as all loving
* communicate how God might show love

Resources

***To Know Worship and Love* – Prep/Kindergarten, Chapters 13, 14 & 15, (2005), James Goold House Publications, Melbourne, Victoria**

***To Know Worship and Love -* Big Book, *Jonah***

***To Know Worship and Love -* Big Book, *Moses,* ‘The Birth of Moses’**

**Teacher Resources**

*The Sacramentary*

Catholic Education Office, Sydney, (2003), *Creative Arts K-6. Dance and Drama: Moments and Movements in Life,* CEO, Sydney

**NOTE: See** [**RE Online**](http://www.ceo.syd.catholic.edu.au/portal/site/re/?epi_menuItemID=8e598d1f3784c2f5414de233404101ca&epi_menuID=4f4e0a6b567a05c5414de233404101ca&epi_baseMenuID=de1e8e5b7f37c3c5414de233404101ca) **for additional resources for this unit.**

Unit Content A: The Birth of Moses

**God saves Moses. God has a special task for Moses.**

Students will:

* listen and respond to the story of Moses’ birth
* learn about the way God protected the baby Moses
* learn about the Bible as the Church’s sacred Scriptures

Background Information

The stories of the birth of Moses, the anointing of David, David and Goliath, and Jonah each reveal something about God. They speak of God’s unconditional love, God’s care and protection of the weak. The underlying concepts are that God is full of love for all people and often chooses the unexpected people to do God’s will.

The unit also focuses on the Bible as the Church’s sacred Scriptures. As you present stories or characters, model a reverence for Scripture. Emphasise the importance of the story or characters because they are from the Bible. This can be done incidentially as you share the story and work on response activities.

Moses is an important figure in the Old Testament. He is the great law giver and the leader who led Israel out of slavery in Egypt, to freedom in the Promised Land of Palestine. In this Unit Content the story presented is Moses’ birth. The pharaoh has ordered that all male Hebrew babies are to be killed. It is due to the efforts of Moses’ mother and sister that he is saved. God chooses Moses, a slave baby condemned to death, to become a great man who leads Israel to freedom.

Allow children time to enjoy this story about Moses’ birth and how he is saved. Also important is the protection and love shown by God. This story will continue in Year 2 when the story of Israel leaving Egypt is presented. In later grades there will be references to Moses, covenant, the Exodus and the presence of God.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* Wonder with the children – KWL p98:

- I wonder what it would be like to be a slave

Note: You may need to explain what a slave is. Allow time for children to make comments.

* Drama:

In the teaching/learning structure of *Moments and Movements in Life* – ‘Circle Walk’, have the children experience a constantly diminishing sense of power. In a similar style to the demonstrated teaching and learning strategy contained in the DVD, narrate a story of losing the ability to use fingers, arms, legs, feet, toes, body, eyesight until children are completely still. Associate the loss of power with the mood of heavy music and adjectives such as frustrated, powerless, heavy, weak, afraid, needy and other concepts to associate with the oppression of slavery. Children explore through drama what it might be like to be a slave.

Invite the children to form groups of three. One child is to be referred to as the *storyteller*, the second as the *responder* and the third as the *listener.* Refer to this drama activity as ‘*1,2,3s’*. The Storyteller in each turn shares their feelings of what it might be like to be in slavery as a result of the experience of the ‘Circle Walk’ drama. The teacher then calls on the listener in each group, one at a time, to report on what they heard by beginning with, ‘I learnt that’ . . . eg I learnt that Joshua thinks a slave feels no freedom to do what they want. I learnt that Mary felt all heavy and had no energy to move.

* Show children a Bible. “What is this book I’m holding? What do you know about the Bible?” Talk about the Bible as our sacred Scriptures, holy, very special. Recall work done on the Bible in Units K.1 and K.4. Talk about how we treat the Bible to show how special it is. Then ask children to recall any stories they know from the Bible. These are very special stories about God and people.
* In small groups, with the help of parent helpers, children talk about Bible stories and prepare to retell a Bible story. They may use pictures or 3D material. During ‘news time’ children could retell the stories or talk about their favourite stories. Children might need some scaffolding.
* Tell the story of the birth of Moses using 3D concrete material - prepare by reading Ex 2:1-10. See ‘Resource Sheet 1’ for suggested script.

You might begin the story by linking it to the wondering about slaves, eg “There are stories in the Bible about slaves. The Hebrew people were slaves for many years…”

* Wonder with the children – KWL p98:
* how the mother of Moses felt {at different stages of the story}
* why the princess rescued the baby from the basket
* how God helped Moses.
* Prayer: Use the prayer in KWL p99. For the first time you might focus on Moses, ie the first part of the prayer. Each morning thereafter you might say the beginning of the prayer and insert 3 or 4 children’s names. Alternatively, each child is given a name of another member of the class. They read the prayer inserting that child’s name. All respond by saying “Amen”.
* Children draw their favourite part of the story. In small groups they could talk about their artwork, their favourite part of the story… Write a sentence to accompany the drawing. This might be: My favourite part is \_\_\_ because \_\_\_\_ – or a similar sentence. Use the computer to publish sentences. This might link with English work in the strands of Writing and Talking and Listening.
* Read the story to the class using the KWL Big Book, *Moses,* ‘The Birth of Moses’. Do this periodically to revisit the story. Ask the children to take their copy of KWL home and read the story with their parent. They could then do the home activity with their parents.
* Prayer: children place their names in a small basket in the prayer space. Each morning for class prayer 2 or 3 names are chosen. The class thanks God for keeping that child safe.
* Explore body and facial expressions. The teacher describes a situation and the children create a facial expression and a body sculpture to express that situation.

Situations:

|  |  |
| --- | --- |
| Moses’ mother hiding Moses, secret, hidden | Moses’ mother looking after Moses after the princess found him |
| Miriam and mother fearful. Moses might die, danger… | Relief – princess has rescued Moses and he is safe |
| people living as slaves: working hard, tired, unhappy… | people free: happy, hopeful… |
| unhappy, sad, hard life | praying to God for help |

**or**

* Using a bell, tambourine drum or other sound cue to stop the drama or dance, play the movement game ‘Freeze and Walk-Like’ from *Moments and Movements in Life*.
  + Begin each frozen moment with “freeze and walk like . . . you’re hiding the baby Moses”, “freeze and walk like . . .you’re fearful, there is danger…”, “freeze and walk like . . .you’re tired and worked too hard.” “You’re unhappy, life is hard.” Intersperse these with positive situations. “You’re hopeful and confident.” “You’re free and happy.” “You’re safe and praising God for saving you.”
* As a class or in small groups, children create a sequence of dance movements in response to the story. Explore ideas of movements with children. Decide on parts to add movement to: (1) People in slavery, (2) Miriam and her mother hiding Moses, (3) Moses being rescued by the princess, (4) Miriam and her mother relieved, happy.
* Prayer celebration: Celebrate a Liturgy of the Word as a class. Emphasise the Bible and reading the Word of God. Sing an appropriate hymn, say a short prayer about God loving and helping people, have a Gospel procession with gestures of reverence, proclaim the Word – Ex 2:5-10 or a shorter passage. In response to the Word, children could share their art or perform their movement. Finish with an appropriate hymn.

Unit Content B: David

**David was a simple shepherd who became a great King. He trusted in God.**

Students will:

* listen and respond to the stories about David
* learn about the Bible as the Church’s sacred Scriptures

Background Information

David is another important figure in the Old Testament of the Bible. The youngest of seven sons, David became the greatest King in Israel. His reign is considered the golden age of Israel. Under King David Israel became powerful and prosperous, the Temple was built and Jerusalem became the centre of the Kingdom of Israel. David is traditionally noted as the writer of many of the psalms.

This Unit Content includes two stories about David: David’s anointing and his fight with Goliath. Either story can be told first. David is chosen to be king when he was still a young man. He does not become king immediately. Saul remains king for some time.

**David is Anointed**

Samuel is sent by God to anoint a new king from the house of Jesse. Naturally, Jesse presents his eldest son – he is the obvious choice since he is the eldest. The story takes a surprising twist when Yahweh rejects the eldest son and then each of the others – all seven sons. Even then Samuel has to ask for any other sons before finding out that there is the youngest son, a shepherd boy called David. David is anointed king. The story shows once again that God does the unexpected. The unexpected person is chosen to do the work of God. God reminds Samuel, and the reader, that God does not see like people. God focuses on the heart, the core of the person.

Anointing symbolises being chosen by God. In fact, messiah, or Christ, means ‘anointed one’. Jesus is the anointed one. Jesus is a descendant of David.

**David and Goliath**

This story again reminds the reader of the power of God. David, a young boy and lowly shepherd, volunteers to fight the strongest of the Philistines, Goliath. He takes no armour or sword, only his sling and a small rock. David places his trust in God and God gives him victory.

These stories about David prepare children for a deeper understanding in later years, such as:

* the act of anointing as a biblical image and as a sacramental symbol
* the presence of God,
* the gifts of the Spirit of God – strength, courage …

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

**Part 1: David is Anointed**

* Tell the story of David being chosen and anointed using 3D material - prepare by reading   
  1 Samuel 16:1-13. See ‘Resource Sheet 2’ for suggested script.
* Wonder with the children – KWL p108:
* how prophets know about God’s ways
* why God chose David
* Recall what a shepherd is. Look at visual images of shepherds and have a brief discussion about shepherds: what they do, what they might wear, what their life might be like and so forth. Talk about David being a shepherd. Children illustrate David as a shepherd.
* Show children oil. This could be olive oil or some essential oils. Talk about what we use oil for and ask children to recall the use of oil in the story. Briefly make the link to being anointed at Baptism. Wonder with the children – KWL p108:
* how David felt when he was anointed
* if there was a time when you were anointed

Write a sentence about David being anointed or chosen.

* Prayer: Use the prayer in KWL p109. Invite children to name some wonderful things God does. The teacher signs the children with some oil, reminding children that God is with us and helps us.
* Read the story of David’s anointing using KWL Big Book, *King David,* ‘God Chooses David’. Draw the children’s attention to the last sentence. Wonder with the children – KWL p108:
* what it means to be filled with God’s Spirit
* how God’s Spirit is with you

Children paint an illustration showing God with David and/or God with them.

* Children take KWL book home to read ch 14 with their parents. Invite parents to do Home Activity with their children.

**Part 2:** **David and Goliath**

* Tell the story of David and Goliath using the KWL Big Book *King David,* ‘David and Goliath’ - prepare by reading 1 Samuel 17:1-54.

You might begin the story by making the connection with the Bible, eg “This story comes from our special book, the Bible, so we know it will tell us how great God is.”

* Wonder with the children – KWL p118:
* why David decided to fight Goliath
* how David felt when he faced Goliath
* how David’s brothers felt
* Children paint their favourite section of the story. Children may choose to write a sentence to accompany the painting.
* Prayer using KWL p119.
* List feelings children identify from the wondering. Children make facial expressions to communicate the feelings. Teacher takes a digital photo of expressions. “Look at the faces. If David was scared…, what might he have said to God in prayer?” Class construction of a prayer for David before he fights Goliath.
* Use KWL p118 to wonder with the children what it means to be ‘strong’ or ‘weak’. Write the two words on sheets of paper. Write children’s ideas about what ‘strong’ means and then what ‘weak’ means. Compare these to David and Goliath.
* Prayer: Liturgy of the Word – use an appropriate hymn, prayer in KWL p119, Proclaim the Word – 1 Sam 17:37a, 46a:

David said to Saul, “…The Lord has rescued me from the claws of lions and bears,

and he will keep me safe from the hands of this Philistine. …

Today the Lord will help me defeat you…”

* Send home KWL book to read ch 15 together. Invite parents to engage in Home Activity with their child.
* Wonder with the children – KWL p118:
* if there are times you have needed help and protection
* how you were helped
* how God helps you

Then children spend time painting, sculpting, drawing, role-playing

- God helping David

- situations and ways God helps them

Note: Children may respond by saying God helps them by making them strong – grow stronger each day, helps them learn to do things etc. The focus is that they can see that God is with them in some way.

* Conclude this section by painting David as a great King. Compare paintings of David, the shepherd with David, the king.

Unit Content C: Jonah

**Jonah knows that God is full of compassion and love for all people.**

Students will:

* respond to the story of Jonah
* explore what the story tells us about God’s love
* learn about the Bible as the Church’s sacred Scriptures

Background Information

Jonah is one of the minor prophets of Israel in the Old Testament. The story of Jonah is a didactic parable. The Book of Jonah has an important message about God, hence it is prophetic. The writer of the book puts this message on Jonah’s lips as Jonah says to God angrily: “…I knew that you were a God of tenderness and compassion, slow to anger, rich in graciousness, relenting from evil” (4:2). The Book of Jonah is eventful and full of symbolism. It is a short story, four chapters, and well worth a read before you teach this Unit Content.

God calls Jonah to preach to the people of Nineveh and call them to repentance. The people of Nineveh are Assyrians, not Hebrews. Jonah resists, he does not want to be a prophet. He does not think God’s mercy and compassion should extend to the gentiles, that is, those who are not Jewish. He argues with God throughout the story. His main objection is that he will preach repentance and the wrath of God, people will listen and repent and then God will not send his wrath, God will forgive them. Jonah is right. The people of Nineveh repent and change their ways and God, full of tenderness and compassion, forgives the people and does not punish them. Jonah is left looking foolish. The story clearly presents a God of compassion and love, full of graciousness; in line with the God of the Old Testament. However, the Book of Jonah makes an important addition here: God’s love and compassion is for all people, not just the chosen people. God’s love is universal, offered to all unconditionally; it is inclusive.

Allow the children time to enjoy the story and respond to it. They do not need to understand the imagery or symbolism. Allow the story to reveal to the children that God is loving and present. As the educator, be aware of the symbolism:

* Jonah tries to run away from God by sailing the sea, which implies to the ends of the earth – God is there.
* Jonah is swallowed up by a large fish yet God hears his prayer. God is always with us.
* Jonah is in the large fish for 3 days – Jesus is in the tomb for 3 days before his Resurrection.
* Jonah preaches destruction in 40 days – Jesus spends 40 days in the desert, Lent has 40 days – time of renewal.
* God sends a prophet to Nineveh, whose inhabitants are not Jews – God’s love is universal and boundless.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* Tell the story of Jonah using the KWL Big Book, *Jonah*  – prepare by reading the Book of Jonah in the Bible. It is a short story. Begin the story by making the connection with the Bible, eg “This story comes from our special book, the Bible, so we know it will tell us about how great God is.”
* Art and craft activities could support RE work on Jonah – paper folding a boat, making a big fish, x-ray paintings showing Jonah in the fish… Write sentences to display with artwork.
* Sing songs or hymns about God’s love.
* Wonder with the children: I wonder:
  + - * + how Jonah was feeling when…
        + what part of the story is your favourite
        + what it means to have compassion / tenderness
        + what God’s love is like.
* Discuss the meaning of the words ‘compassion’ and ‘love’. Put up 3 sheets of paper with the following words:

1. Love is like…
2. Compassion is like…
3. God is like…

Children explore endings to these statements. Teacher records children’s responses. Children illustrate responses.

Note: Class could focus on all three concepts at once, or take each one separately and follow the process.

* Prayer - reminding us of God’s love and compassion. Use an appropriate hymn or song about God’s love; a prayer, proclaim the Word and a response. See ‘Resource Sheet 3 – Prayer 1’.
* Drama:

Use materials such as large cloths or scarves to symbolise the actions and mood of the story. (Watch the way in which scarves are used in ‘On Location’ from *Moments and Movements in Life*.)

Use a dramatic piece of music, such as ‘Hymn to the Sea’ from the soundtrack to the movie ‘Titanic’ to complement the reading of the story. Symbolise the dynamics of the story with movements for the great wind, a mighty storm, fear of the ship breaking, the tempestuous sea, praying for safety, praise of the Lord, the waters closing in around Jonah and other actions.

Re-read the story immediately after the movement with materials. Ask the children to use their imagination to illustrate their own images from the story.

* Tell the story again using 3D material: blue felt – water; green felt – land; Lego blocks – city of Nineveh; small toy boat; figure of Jonah; figure of big fish – this could be a sock puppet.

Or use shadow puppets to retell the story.

* Class paints a series of illustrations to create a wall story. Together write sentences to match the paintings.
* Shared book experience – read good quality story books about Jonah and discuss illustrations.
* Wonder with the children: I wonder:
  + - * + what Jonah replied to God / how you would finish the story.

Class construction of Jonah’s reply or response: Children share ideas and then decide on a response. The teacher scribes for them.

Note: This activity can be differentiated for various abilities in the classroom, as could many activities. Some children or groups may be able to brainstorm Jonah’s response and the implications of his response.

* Class prayer: Children go to the church for a prayer celebration of thanksgiving for God’s universal love and compassion. See ‘Resource Sheet 3 – Prayer 2’.

**Resource Sheet 1**

**The Birth of Moses**

**KWL Chapter 13   
(Exodus 2:1-10)**

**YOU WILL NEED:**

* a Bible
* 3D figures of Miriam, Moses’ mother, princess, princess’ attendant
* Small basket (about the size of your palm) and a small figure for the baby Moses
* Brown or green felt for the land and blue felt for the river

*Children are seated in a semi-circle ready to listen to the story. When the children are settled, go to the shelf and carry the materials as you would the Bible. Place these beside you.*

*Begin by introducing the Bible as the source for the story. For example:*

**This story comes from our special book, the Bible. The stories in this book are very important. We know the story will tell us something about God and God’s people.**

Lay the Bible in view in a special place: the prayer space or on a cloth beside the story space.

*Lay out the brown or green felt.*

**Many years ago the Hebrew people went to live in Egypt. The Egyptians made them into slaves. They had to work hard building roads and cities for the Egyptians. The Hebrew people were very unhappy.**

**It became even worse. The Egyptian King was worried that there were too many Hebrews and they might fight against him. The King gave a terrible order, “All the Hebrew baby boys are to be killed as soon as they are born!” The Hebrew people prayed to God for help.**

*Add Moses’ mother. Then add the baby Moses.*

**At this time a Hebrew woman gave birth to a baby boy. She was scared that the boy would be killed, so she hid him for three months.**

*Put the baby in the basket and cover with a small cloth.*

*Add Miriam. Put the basket on the blue felt.*

**With the help of her daughter, Miriam, the woman made a basket that could float in the water. They put the baby in the basket and put it into the river Nile.**

*Add the princess and attendant further down the river. Move the basket down the river towards the princess*

*Move Miriam along with the basket*

**Miriam hid in the tall grass as she carefully watched the basket.**

*Move basket over to the princess*

**The princess who often swam in the river Nile saw the basket. She told a servant to bring it to her. Imagine her surprise when she saw a little baby boy!**

*Uncover the basket to reveal the baby. Move Miriam so that she is facing the princess.*

**Miriam came forward and said to the princess, “Shall I go and find a nurse among the Hebrew women to take care of the baby for you?” “Yes” said the princess.**

*Move Miriam to her mother and then move both figures towards the princess.*

**Miriam went quickly and brought her mother to look after the baby for the princess. The princess called the baby boy Moses.**

*Hold your hand over Moves in the action of blessing.*

**Moses was blessed by God. He grew up to be one of the most important leaders of the Hebrew people.**

*Engage with ‘I wonder’, KWL p98.*

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*

**Resource Sheet 2**

**God Chooses David**

**KWL Chapter 14   
(1 Samuel 16:1-13)**

**YOU WILL NEED:**

* a Bible
* 3D figures of Samuel, Jesse, seven of Jesse’s sons, eighth son David (make David distinct from his brothers)
* Brown or green felt for the ground

*Children are seated in a semi-circle ready to listen to the story. When the children are settled, go to the shelf and carry the materials as you would the Bible. Place these beside you.*

*Place class Bible in front of you with your hand on it. Begin by introducing the Bible as the source for the story. For example:*

**This story comes from our special book, the Bible. The stories in this book are very important. We know this story will tell us something about God and God’s people.**

*Lay the Bible beside you. Lay out the green or brown felt. Place Samuel on the left side of the felt.*

**One day long ago, God called the prophet Samuel and told him to anoint a new king. God told Samuel to take some oil and go to Jesse’s house in Bethlehem.**

*Place Jesse on the right side of the felt. Move Samuel towards Jesse.*

**Samuel travelled to Bethlehem and went to Jesse’s house.**

*Place the sons on the felt one at a time in a group behind Jesse*

**Jesse had many sons.**

*Move the first son next to Jesse, so that both are facing Samuel.*

**Samuel saw Jesse’s eldest son. He was a tall, strong, handsome man. Samuel thought, “Surely God wants me to anoint this man.” But God said, “No, do not anoint this man. While you see what people look like, I see what is in the heart.”**

*Move the first son back. Move the second son next to Jesse.*

**Jesse presented his second eldest son to Samuel. “Surely God wants me to anoint this fine man,” Samuel thought. God told him “No, I have not chosen this man.”**

*Move the second son back next to first son. Move the third son next to Jesse.*

**Jesse then presented his third son. God told Samuel “No, I have not chosen this man”**

*Move third son away to stand with first and second sons. Move the rest of the sons next to Jesse.*

**Jesse presented seven of his sons. But God told Samuel not to anoint them. “I have not chosen them.”**

*Move these sons over with the other sons.*

**Samuel asked Jesse, “Are these all your sons?” Jesse responded, “There is still my youngest son. David is a shepherd tending the sheep.” Samuel announced, “Call David. We will not sit down to eat until he arrives.” Jesse sent for David, a young boy, small but fine looking.**

*Move David next to Jesse facing Samuel.*

**When David arrived, Samuel knew he was the one. He heard God say to him, “Come Samuel! Anoint David. He is the one I have chosen to be king of Israel.” Samuel took the oil and poured it on David’s head. God’s Spirit filled David and was with him from that day on.**

*Engage with ‘I wonder’, KWL p108.*

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*

**Resource Sheet 3**

**PRAYER 1 – JONAH**

**Note**: For these following two ‘Liturgies of the Word’ you could use the responses from the Mass. See *The Sacramentary*.

**Gathering:** Use an appropriate hymn or song, with the focus on God as loving.

**Opening Prayer:**

*God, you heard Jonah’s prayer when he was in great danger*

*and you helped him. You forgave the people of Nineveh.*

*God, your love is never ending.*

*We know you love us and are with us always.*

**Procession of the Word:**

Play some reflective music.

Procession of the Word to highlight the importance of Scripture.

**Proclaim the Word:**

*Jonah knew something about God.*

*He said, “You are a God of tenderness and compassion,*

*slow to anger, rich in graciousness…” (Jonah 4:2b)*

**A response:**

A few children share and read their responses from “God is like”, “Compassion is like”, and “Love is like” …

**Conclusion:** Children sing the hymn again.

**PRAYER 2 – JONAH**

**Gathering:** Use an appropriate hymn or song focusing on God’s love/compassion/forgiveness.

**Procession of the Word:**

Use music and movements to emphasise reverence for the Scriptures.

**The Word:** (adaptation of Jonah 2:4-5)

*You cast me into the heart of the sea*

*And the waters surrounded me, the waves washed over me*

*The weeds wrapped around me*

*But you are still with me, O Lord my God.*

**Response:**

Leader: *God was with Jonah in the sea*

All: *You are a God of love*

Leader: *God had mercy for the people of Nineveh*

All: *You are a God of love*

Leader: *God loves all people, every single one*

All: *You are a God of love*

Leader: *God loves us and is always with us*

All: *You are a God of love.*

**Conclusion:** Appropriate hymn or song to end the celebration.